Course Catalog
2011-2012

Lewis & Clark
Graduate School of
Education and Counseling

http://docs.lclark.edu/graduate/
Disclaimer
Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective when approved and shall apply not only to prospective students but also to those who are matriculated in Lewis & Clark College at the time. The contents of this catalog are based on information available to the administration at the time of publication.

Nondiscrimination Statement
Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans With Disabilities Act of 1990, and their implementing regulations.

ADA Statement
Lewis & Clark is committed to serving the needs of its students with disabilities and learning differences. Professional staff in Student Support Services ensure that students with disabilities receive the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504.

To view the full text of Lewis & Clark’s disability policy, visit go.lclark.edu/student/disability/policy.

Please route undergraduate and graduate student requests for accommodations through Student Support Services at www.lclark.edu/offices/student_support_services.

Security
The security of all members of the campus community is of vital concern to Lewis & Clark. Information about safety, the enforcement authority of the Office of Campus Safety, policies concerning the reporting of any crimes that may occur on campus, and crime statistics (Clery) for the most recent three-year period is available at www.lclark.edu/about/campus_safety. You may also request this information from the Office of Campus Safety at 503-768-7855.

Accreditation
Lewis & Clark is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Lewis & Clark is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities. Lewis & Clark is on the approved lists of the American Chemical Society and the American Association of University Women.

Graduate programs in education and counseling psychology are approved and accredited by the appropriate associations and agencies including:

- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- National Association of School Psychologists (NASP)
- National Council for Accreditation of Teacher Education (NCATE)
- Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT)
- Oregon Teacher Standards and Practices Commission (TSPC)

All NCATE accredited institutions are required to include the following statement in their publications: The Graduate School of Education and Counseling at Lewis & Clark College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) covers Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—Addictions (formerly Addiction Studies) programs, which are currently accredited under the 2001 standards for Community Counseling Programs.
Educational Leadership

Lewis & Clark offers multiple programs for impassioned and inspired leaders who want to change schools from the inside out. Programs include: School Counseling degree and licensure, Educational Administration degrees and licensure, and a Doctor of Education in Leadership degree.

Our programs emphasize socially just responses to the changing nature of our schools and are focused on the work you will be doing every day as a leader, whether you are a counselor or an administrator. Graduates from our programs go on to improve schools by working on behalf of every student. You will learn to:

• Advocate for all students
• Work in collaboration with school staff, parents, peers, and the community
• Use data-based decision-making as the means for improving schools
• Share leadership responsibilities to support systemic change

Graduates of the Lewis & Clark Department of Educational Leadership serve as school counselors, assistant principals, principals, program directors, district office administrators, and leaders in agencies working with K-12 students. Whether you are becoming a school leader for the first time or continuing a decades-long career, you will make lifelong connections with peers founded on a shared sense of calling to the field of education and a commitment to serving whole communities.

We seek to prepare confident individuals who embrace the challenges facing our schools. Collaboration and dialogue centered around scholarship, inquiry, and self-knowledge serve as the foundations of our programs. Our faculty members are experts with deep ties to the field and advocates who are sensitive to the need for professional flexibility in your own growth and development as a leader. The curriculum is continually updated to integrate timely issues with a balance between theory and practice.

These programs provide opportunities to work with colleagues (teachers, counselors, administrators, and leaders) across the Portland metropolitan area and around the state of Oregon.

Programs
• Doctor of Education in Leadership
• Educational Administration
• School Counseling

Courses

Note: Some of the courses listed below may not be offered during the current academic year. Current course offerings are listed in the online course schedule, WebAdvisor, available at graduate.lclark.edu/dept/gradreg.

• School Counseling
• Educational Administration

School Counseling

SCED 500 Introduction to School Counseling
Content: Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling skill development with an emphasis on solution-focused, cognitive-behavioral, and microskills approaches.
Prerequisites: None.
Credits: 3 semester hours.

SCED 501 Academic Development and Consultation
Content: First of three courses addressing National Standards for comprehensive school counseling programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisites: None.
Corequisites: SCED 500, SCED 502.
Credits: 2 semester hours.

SCED 502 Internship: Academic Development and Consultation
Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the national standards for academic competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues and the elimination of achievement gaps between and ethnic and racial groups.
Prerequisites: None.
Corequisites: SCED 500, SCED 501.
Credits: 1.5 semester hours.

SCED 503 Career Development and Consultation
Content: Second of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the career development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Content knowledge is enhanced by technology. Participants practice consultation skills with students and faculty.
Prerequisites: SCED 500, SCED 501, SCED 502.
Credits: 2 semester hours.
SCED 505 Personal/Social Development and Consultation
Content: Third of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the personal/social development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisites: SCED 500, SCED 501, SCED 502.
Credits: 2 semester hours.

SCED 506 Internship: Personal/Social Development and Consultation
Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.
Prerequisites: SCED 500, SCED 501, SCED 502.
Corequisites: SCED 505.
Credits: 1.5 semester hours.

SCED 507 Development of the Learner: Children and Adolescents
Content: Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Examines from the perspective of the school counselor the contribution of internal/external asset developments that help today's youths thrive.
Prerequisites: None.
Credits: 2 semester hours.

SCED 508 Social Justice, Diversity, and Cultural Issues
Content: Strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability, or religion. Addresses methods for positively impacting social and cultural diversity and equity issues including the possible effects of culture, race stereotyping, family, socioeconomic status, gender, sexual identity, language, and values on student development and progress in the school setting. Content and methodology emphasize small-group activities, collaboration, and use of data to create equity for all students. Candidates practice taking an active role in supporting all students and focus on eliminating the achievement gap.
Prerequisites: None.
Credits: 2 semester hours.

SCED 509 Ethical and Legal Issues in Education and School Counseling
Content: Study of sources of law under which educators operate. Case law, lectures, and discussions concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools, and the states). Explores the ethical codes of the American School Counselor Association and the American Counseling Association using case studies. Meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination.
Prerequisites: None.
Credits: 3 semester hours.

SCED 510 Family Dynamics, Community Resources, and Consultation
Content: Effective ways to include family members as active contributors in their children's education. Examines concepts of family dynamics and dysfunction requiring referral and use of community resources. Topics include developmental assets as applicable to the family setting and impact of the special-needs child on the family organizational structure. Explores diversity inherent in families and focuses on ways of relating to families who differ from each other in terms of age, race, socioeconomic background, and/or family form.
Prerequisites: None.
Credits: 3 semester hours.

SCED 511 Group Leadership Skills for School Counselors
Content: Principles and practices of group counseling, group dynamics, group leadership, and group processes with students and parents. Topics include group approaches for promoting academic, career, and personal/social success for all students. Candidates plan, organize, facilitate, and evaluate small groups within the educational setting. Addresses ethical considerations of group work with children and adolescents using the ethical codes of the American School Counselor Association and the American Counseling Association.
Prerequisites: None.
Credits: 2 semester hours.

SCED 512 Special-Needs Populations in Schools
Content: Overview of the special-needs child in today's schools and the knowledge and skills necessary to better advocate on behalf of this student. Topics include exception-alities including communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, traumatic brain injuries, hearing and vision impairments, and special talents and giftedness. Participants review criteria for special-needs populations as outlined in the Oregon Administrative Rules.
Prerequisites: None.
Credits: 2 semester hours.
SCED 513 Educational Research, Assessment, and Technology
Content: The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques of research studies, assessment and evaluation, integration of assessment with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and webpage for data display.
Prerequisites: None.
Credits: 3 semester hours.

SCED 516 School Counseling Internship
Content: Application of knowledge, skills, and attitudes gained from previous courses (e.g., consultation, research, ethics/law). Candidates focus on the school counselor's role within the educational setting and prepare a professional portfolio that showcases their graduate work/experiences. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards, the ASCA National Model, and Oregon's Comprehensive Guidance and Counseling Framework. Explores school reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-Based Admissions Standards), including curriculum, instruction, leadership, and politics. Students take 4 semester hours in fall and 4 in spring for a total of 8 semester hours.
Prerequisites: Portfolio meeting and sign-off with advisor, completion of all required coursework.
Credits: 4 semester hours.

SCED 517 Practicum in Classroom Instruction
Content: Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Students take three semester hours in fall and two in spring, for a total of five semester hours.
Prerequisites: None.
Credits: 2-3 semester hours.

SCED 544 Practicum
Prerequisites: None.
Credits: 1-4 semester hours.

SCED 550 Clinical Issues in School Counseling
Content: This course will address various clinical issues frequently encountered by school counselors in a K-12 setting. Conducted as a seminar, the course is an overview primer of mental health issues affecting children and adolescents (for example, depression, anxiety, self-mutilating behavior, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-IV diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model.
Prerequisites: None.
Credits: 1 semester hour.

SCED 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

SCED 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

SCED 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

SCED 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

SCED 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.
SCED 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

SCED 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

Educational Administration
EDAD 501 Leading and Managing for Teaching and Learning
Content: This course investigates the "big picture" of schooling and administration. It addresses the school as an organization, the role of the administrator as an educational leader, systems organization, change as a process, leadership theory and development, visionary leadership principles and actions, resources management and allocation, communication strategies, and school improvement as the framework for the improvement of student learning.
Prerequisites: None.
Credits: 2.5 semester hours.

EDAD 502 Instructional Leadership
Content: This course focuses on instructional leadership and how it connects to the complex relationships between teacher growth and development (supervision/evaluation), professional development, and standards-based school improvement. The course draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.
Prerequisites: None.
Credits: 2.5 semester hours.

EDAD 504A Practicum for Administrators I
Content: First of two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors.
Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program.
Credits: 0.5-3 semester hours.

EDAD 504B Practicum for Administrators II
Content: Second of two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors.
Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program.
Credits: 0.5-3 semester hours.

EDAD 505 Essential Readings
Content: Seminar providing thoughtful discussion of diversity and social justice issues as they apply to educational leadership. Participants read about and discuss what is needed for all students, especially English-language learners, to be successful learners in our schools. Develops a basic awareness of effective ESOL programs and an understanding of comprehensive school reform components.
Prerequisites: None.
Credits: 1.5 semester hours.

EDAD 507 Budgeting for School Equity
Content: Reviews the basic concepts of school finance at state and district levels and how to apply them when developing a school budget. Examines the information necessary for budget planning that addresses equity, social justice, and the achievement of diverse learners. Emphasis is on acquiring skills to lead and collaborate with others in the efficient allocation of resources.
Prerequisites: None.
Credits: 1.5 semester hours.
EDAD 523 Communication Skills and Conflict Resolution
Content: Although many factors are thought to contribute to administrative effectiveness, the role of communication between and among different groups is not fully understood. Drawing from research on this topic, this course examines communication processes as they apply to personnel and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups, investigate strategies for improving the content knowledge of problem-solving, and examine the role of communication as it relates to trust and credibility in different settings.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 531 Colloquium for New Administrators
Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators reveal their personal cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership perspectives. The course is designed for administrators in their first three years of administrative experience.
Prerequisites: Initial Administrator License and current school administration position.
Credits: 2 semester hours.

EDAD 532 Leading Difficult and Underperforming People to Excellence
Content: The course is designed to provide practicing school administrators with knowledge, skills, and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background, and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objective documentation of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.
Prerequisites: Initial Administrator License and current school administration position.
Credits: 2 semester hours.

EDAD 533 Professional Development for Instructional Leaders
Content: Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. Appropriate for students considering careers in educational administration.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 535 Managing Facilities and Resources
Content: School leaders are charged with doing more than simply managing students and learning. The school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. This course focuses on the management and oversight of a school’s physical plant and ancillary services that contribute to the maintenance and operation of such a facility. Areas of focus for the course include: facilities management, personnel management, student management, office management, auxiliary services, management of special services, fiscal management, time management, and resource management. Case studies and real examples from participating students will contribute to course topics.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 536 Leading Schools Through Instructional Technologies
Content: Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators learn to make informed decisions about technology while increasing personal skills in its use.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 537 Educational Research and Assessment
Content: Qualitative and quantitative interpretation of educational research with emphasis on applying action research principles to promote achievement for diverse student groups. Students analyze achievement data and alternative forms of assessment in their schools and districts. Emphasis on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on assessment for learning.
Prerequisites: None.
Credits: 2 semester hours.
EDAD 540 Organizational Change for Action
Content: Examine the factors and influences that move organizations to change. Students will explore creating conditions for change, planning for change, implementing change, and sustaining change. Successfully engaging others in change initiatives will also be explored.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 544 Practicum
Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.
Prerequisites: Successful completion of at least two EDAD courses and admission to Initial Administrator License Program. Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-4 semester hours.

EDAD 546 Negotiation, Collective Bargaining, and Contract Management
Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, including binding arbitration as a final step.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 547 Ethical Leadership and Decision-Making
Content: During this course, we will explore a variety of questions that relate to ethical dilemmas we face as educators and how to include character education into daily life in the learning community. We will look at these matters and attempt to discover ethical questions that may not so easily present themselves or are not readily obvious to us. Our primary mode of exploration will be reading and dialogue.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 548 Leadership for Learning and School Culture
Content: Student success is an enormous responsibility, one that resonates with school leaders on a daily basis. Research shows adult actions in teaching and learning matter in student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership; explore who they are as learners and leaders; and reflect on how their actions and behaviors can contribute to or distract from both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a verbal case study and overview document.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 549 Professional Mentorship and Seminar
Content: The Professional Mentorship and Seminar course is one academic year in length. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student’s transcript and determine their eligibility for Continuing Administrator License program completion.
Prerequisites: Initial Administrator License; minimum of three years as a practicing administrator.
Credits: 2 semester hours.

EDAD 551 Legal and Procedural Aspects of Special Education
Content: This course will provide opportunities for administrators to increase their knowledge and skills based on current, relevant research in the areas of instruction, assessment and accountability, program/service support and supervision and legal requirements for special education and students who are culturally and linguistically diverse.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 552 Culturally Responsive Practices for School Leaders
Content: This course will provide administrators with opportunities to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic and socioeconomic groups. Through planned readings, learning activities, and self assessments, participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants will also have the opportunity to reflect on their own culture, assumptions, and beliefs.
Prerequisites: None.
Credits: 2 semester hours.
EDAD 553 Priority Leadership: Leading Systemic Change

Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual priority leadership assessment and personal action plan that will improve the leadership performance of participants.

Prerequisites: None.

Credits: 2.5 semester hours.

EDAD 554 Courage to Lead

Content: Offers a context for participants to explore the dilemmas experienced in their work. Participants investigate a particular issue or dilemma in their administrative work life and prepare a verbal case study and written document for the members of the seminar group. Participants ask honest, open, attentive questions of the presenters. All students are responsible for particular "core" readings; each participant is also directed to specific books focused on their special area of question and concern.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 554A Courage to Lead

Content: Offers a context for participants to explore the dilemmas experienced in their work. Participants investigate a particular issue or dilemma in their administrative work life and prepare a verbal case study and written document for the members of the seminar group. Participants ask honest, open, attentive questions of the presenters. All students are responsible for particular "core" readings; each participant is also directed to specific books focused on their special area of question and concern.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 555 Building Positive Behavior Supports for All Students

Content: In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports.

Prerequisites: 20.

Credits: 2 semester hours.

EDAD 556 School Finance and District Budgeting

Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 559 Collaborative Leadership and Team-Building

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 560 Using Data for School Improvement

Content: This course builds a common knowledge base for understanding the critical role data plays in school improvement efforts. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2.5 semester hours.
EDAD 567 Developing Leadership Intelligences
Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses —emotional, social, political—necessary for sound leadership decisions and processes. The class will use authentic school and real-world dilemmas. Strengths Finder will be utilized as a tool to acquaint students with their strength lenses and provide strategies on how to develop other perspectives.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 568 Engaging the Community for Effective Schools
Content: Research shows students perform better in schools having strong community support. This course defines community engagement, identifies the critical stakeholders, and develops inclusive involvement and collaboration strategies. District demographic data, needs assessments, and socioeconomic factors are used for developing community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic). Includes discussions of successful community engagement models.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 569 Ethics, Policy, and the Law
Content: Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice avocation through access and equity issues that promote equitable learning for students. Discussion of the roles and responsibilities of policy makers and stakeholders.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 574 Foundations for Administrators Leading Diverse Schools
Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an explanation of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 575 Advanced Colloquium for Practicing Administrators
Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.
Prerequisites: Initial Administrator License and current school administration position.
Credits: 1-4 semester hours.

EDAD 576 Integrated Administrative Seminar
Content: In a capstone/culminating project, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess leadership growth across the Initial and Continuing Administrative licensure programs; demonstrate knowledge of the seven standards for Oregon School Administrators; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.
Prerequisites: Completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.
Credits: 1-4 semester hours.

EDAD 577 Leader as Ethnographer: Exploring and Engaging the School Community
Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 578 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.
EDAD 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None. Credits: 1-4 semester hours.

EDAD 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or license. Prerequisites: Consent of instructor and submission of application for Independent Study to academic department office. Credits: 1-5 semester hours.

EDAD 610 Leading and Managing for Teaching and Learning
Content: This course investigates the "big picture" of schooling and administration. It addresses the school as an organization, the role of the administrator as an educational leader, systems organization, change as a process, leadership theory and development, visionary leadership principles and actions, resources management and allocation, communication strategies, and school improvement as the framework for the improvement of student learning. Prerequisites: None. Credits: 2.5 semester hours.

EDAD 612 Instructional Leadership
Content: This course focuses on instructional leadership and how it connects to the complex relationships between teacher growth and development (supervision/evaluation), professional development, and standards-based school improvement. The course draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students. Prerequisites: None. Credits: 2.5 semester hours.

EDAD 614A Practicum for Administrators I
Content: First of two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors. Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program. Credits: 0.5-3 semester hours.

EDAD 614B Practicum for Administrators II
Content: Second of two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors. Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program and EDAD 614A. Credits: .5-3 semester hours.

EDAD 615 Essential Readings
Content: Seminar providing thoughtful discussion of diversity and social justice issues as they apply to educational leadership. Participants read about and discuss what is needed for all students, especially English-language learners, to be successful learners in our schools. Develops a basic awareness of effective ESOL programs and an understanding of comprehensive school reform components. Prerequisites: None. Credits: 1.5 semester hours.

EDAD 617 Budgeting for School Equity
Content: Reviews the basic concepts of school finance at the state and district levels and how to apply them when developing a school budget. Examines the information necessary for budget planning that addresses equity, social justice, and the achievement of diverse learners. Emphasis is on acquiring skills to lead and collaborate with others in the efficient allocation of resources. Prerequisites: None. Credits: 1.5 semester hours.

EDAD 623 Communication Skills and Conflict Resolution
Content: Although many factors are thought to contribute to administrative effectiveness, the role of communication between and among different groups is not fully understood. Drawing from research on this topic, this course examines communication processes as they apply to personnel and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups, investigate strategies for improving the content knowledge of problem-solving, and examine the role of communication as it relates to trust and credibility in different settings. Prerequisites: None. Credits: 2 semester hours.
EDAD 631 Colloquium for New Administrators
Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.
Prerequisites: Initial Administrator License and current school administration position.
Credits: 2 semester hours.

EDAD 632 Leading Difficult and Underperforming People to Excellence
Content: The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objectively documenting evidence of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.
Prerequisites: Initial Administrator License and current school administration position.
Credits: 2 semester hours.

EDAD 633 Professional Development for Instructional Leaders
Content: Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. Appropriate for students considering careers in educational administration.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 635 Managing Facilities and Resources
Content: School leaders are charged with doing more than simply managing students and learning. The school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. This course focuses on the management and oversight of a school’s physical plant and ancillary services that contribute to the maintenance and operation of such a facility. Areas of focus for the course include: facilities management, personnel management, student management, office management, auxiliary services, management of special services, fiscal management, time management, and resource management. Case studies and real examples from participating students will contribute to course topics.
Prerequisites: Initial Administrators License.
Credits: 2 semester hours.

EDAD 636 Leading Schools Through Instructional Technologies
Content: Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators learn to make informed decisions about technology while increasing personal skills in its use.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 637 Educational Research and Assessment
Content: Qualitative and quantitative interpretation of educational research with emphasis on applying action research principles to promote achievement for diverse student groups. Students analyze achievement data and alternative forms of assessment in their schools and districts. Emphasis on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on assessment for learning.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 640 Organizational Change for Action
Content: Examine the factors and influences that move organizations to change. Students will explore creating conditions for change, planning for change, implementing change, and sustaining change. Successfully engaging others in change initiatives will also be explored.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 627 Contract Management
Content: Administering the contract as it applies to school employees. Designed for students who have responsibility for contract management.
Prerequisites: None.
Credits: 1 semester hour.
EDAD 642 Courage to Lead
Content: Offers a context for participants to explore the dilemmas experienced in their work. Participants investigate a particular issue or dilemma in their administrative work life and prepare a verbal case study and written document for the members of the seminar group. Participants ask honest, open, attentive questions of the presenters. All students are responsible for particular "core" readings; each participant is also directed to specific books focused on their special area of question and concern.
Prerequisites: None.
Credits: 1-4 semester hours.

EDAD 642A Courage to Lead
Content: Offers a context for participants to explore the dilemmas experienced in their work. Participants investigate a particular issue or dilemma in their administrative work life and prepare a verbal case study and written document for the members of the seminar group. Participants ask honest, open, attentive questions of the presenters. All students are responsible for particular "core" readings; each participant is also directed to specific books focused on their special area of question and concern.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 642B Courage to Lead
Content: Offers a context for participants to explore the dilemmas experienced in their work. Participants investigate a particular issue or dilemma in their administrative work life and prepare a verbal case study and written document for the members of the seminar group. Participants ask honest, open, attentive questions of the presenters. All students are responsible for particular "core" readings; each participant is also directed to specific books focused on their special area of question and concern.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 644 Practicum
Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.
Prerequisites: Successful completion of at least two EDAD courses and admission to Initial Administrator License Program.
Credits: 1-4 semester hours.

EDAD 646 Negotiation, Collective Bargaining, and Contract Management
Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, including binding arbitration as a final step.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 647 Ethical Leadership and Decision-Making
Content: During this course, we will explore a variety of questions that relate to ethical dilemmas we face as education leaders and how to include character education into daily life in the learning community. We will look at these matters and attempt to discover ethical questions that may not so easily present themselves or are not readily obvious to us. Our primary mode of exploration will be reading and dialogue.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 648 Leadership for Learning and School Culture
Content: Student success is an enormous responsibility, one that resonates with school leaders on a daily basis. Research shows adult actions in teaching and learning matter in student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership; explore who they are as learners and leaders; and reflect on how their actions and behaviors can contribute to or distract from both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a verbal case study and overview document.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 649 Professional Mentorship and Seminar
Content: The Professional Mentorship and Seminar course is one academic year in length. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student’s transcript and determine their eligibility for Continuing Administrator License program completion.
Prerequisites: Initial Administrator License; minimum of three years as a practicing administrator.
Credits: 2 semester hours.
EDAD 651 Legal and Procedural Aspects of Special Education
Content: This course will provide opportunities for administrators to increase their knowledge and skills based on current, relevant research in the areas of instruction, assessment and accountability, program/service support and supervision and legal requirements for special education and students who are culturally and linguistically diverse.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 652 Culturally Responsive Practices for School Leaders
Content: This course will provide administrators with opportunities to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic and socioeconomic groups. Through planned readings, learning activities, and self assessments, participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants will also have the opportunity to reflect on their own culture, assumptions, and beliefs.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 653 Priority Leadership: Leading Systemic Change
Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual Priority Leadership Assessment and personal action plan that will improve the leadership performance of participants.
Prerequisites: Initial Administrator License and current administrative position.
Credits: 2 semester hours.

EDAD 655 Building Positive Behavior Supports for All Students
Content: In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports.
Prerequisites: Initial Administrative License.
Credits: 2 semester hours.

EDAD 656 School Finance and District Budgeting
Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 659 Collaborative Leadership and Team-Building
Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced.
Prerequisites: None.
Credits: 1.5 semester hours.

EDAD 660 Using Data for School Improvement
Content: This course builds a common knowledge base for understanding the critical role data plays in school improvement efforts. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.
Prerequisites: None.
Credits: 2.5 semester hours.

EDAD 668 Engaging the Community for Effective Schools
Content: Research shows students perform better in schools having strong community support. This course defines community engagement, identifies the critical stakeholders, and develops inclusive involvement and collaboration strategies. District demographic data, needs assessments, and socioeconomic factors are used for developing community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic). Includes discussions of successful community engagement models.
Prerequisites: None.
Credits: 2.5 semester hours.
EDAD 669 Ethics, Policy, and the Law
Content: Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice avocation through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.
Prerequisites: None.
Credits: 1.5 semester hours.

EDAD 674 Foundations for Administrators Leading Diverse Schools
Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an explanation of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 667 Developing Leadership Intelligences
Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will use authentic school and real-world dilemmas. Strengths Finder will be utilized as a tool to acquaint students with their strength lenses and provide strategies on how to develop other perspectives.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 677 Advanced Colloquium for Practicing Administrators
Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.
Prerequisites: Initial Administrator License and current school administration position.
Credits: 2 semester hours.

EDAD 678 Leader as Ethnographer: Exploring and Engaging the School Community
Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

EDAD 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

EDAD 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Credits: 1-5 semester hours.

EDAD 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.
Educational Leadership (Doctoral Program)

EDLL 701 History of Leadership in Education
Content: In 1837, Horace Mann said, "A nation could not long remain ignorant and free." Mann argued for universal public education, supported by tax funds. The major questions of the day: Who is to be educated? Who will teach them? What will they learn? These have since been answered many times over; in the 21st century we are raising those questions again. Explore how leadership, organization, and ethical and political issues relate to those three fundamental questions.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 702 Introduction to Personal and Organizational Leadership
Content: Introduction to advanced personal and organizational leadership concepts. Emphasis on assessing individual leadership skills and learning styles. Content will include skills to develop culturally proficient leadership.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 704 Leading Change Through Cultural Competence
Content: Offers leaders help developing strategies to lead their schools in the development of cultural proficiency. Explores how policies and practices can enable staff, students, and families to interact effectively in a culturally diverse environment. Discussion of how a lack of cultural competence impedes teaching and learning in many of today's schools. Participants will learn how to analyze their values, beliefs, and behavior in this context and will reflect on their own cultural competence.
Prerequisites: Admission to Ed.D. program or permission of the program director.
Credits: 2 semester hours.

EDLL 705 Seminar in Systems Thinking and Critical Social Theory
Content: In-depth investigation of systems and systems thinking as a conceptual framework for understanding organizational phenomena. Learn, practice, and use advanced leadership skills to achieve desired organizational priorities.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 706A Seminar in Action Research A: Proposal
Content: Introduction to the principles of action research. Includes history and theory of a variety of research approaches. Explores the role of participant observer as well as the action research cycle of planning, action, evaluation, and renewed planning. Participants will begin exploring researchable issues and design an action research project around their area of interest pertaining to the dissertation.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 706B Seminar in Action Research B: Project
Content: Introduction to the principles of action research. Includes history and theory of research approaches. Explores the role of participant observer as well as the action research cycle of planning, action, evaluation, and renewed planning. Participants will continue exploring researchable issues related to their dissertation topics by carrying out an action research project designed in EDLL 706A (Seminar in Action Research A: Proposal).
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 1 semester hour.

EDLL 708 Ethics and Leadership for Social Justice
Content: Leaders face challenges when implementing policies and procedures regarding diversity, equity, and social justice. Explore ethical issues dealing with leadership, governance, and policy development pertaining to public institutions.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 709 Adult Development and Learning
Content: This course draws from the literature on adult education, development, and leadership to explore the relationship between educational leaders, community leaders, parents and other stakeholders who work with K-12 students. Content includes adult learning theory, transformational learning, adult development, the adult life-world, and critical/feminist perspectives. Students will analyze and critique educational, sociological, economic, cultural, and professional issues impacting diverse learning communities.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.
EDLL 710 Introduction to Educational Research  
Content: Introduction to epistemologies, paradigms, methodologies, and methods in social science research. Students learn about different approaches used in education research and examine assumptions and values that underlie various paradigms and methodologies. The course addresses and critiques some of the long-standing traditions in education and social science research that have privileged certain values and viewpoints while marginalizing others. It prepares students to link research interests and research questions with a suitable design, and addresses how education leaders can use research for advocacy and transformative social action.  
Prerequisites: Admission to Ed.D. program or consent of program director.  
Credits: 2 semester hours.

EDLL 715 Intercultural Community Collaboration  
Content: Building collaborative relationships between schools and the diverse families and communities they serve is critical. By analyzing nontraditional forms of parent and guardian involvement and learning to work with existing cultural traditions, education leaders will gain skills to support diverse students and strengthen community connections. The goal is to build on the diverse assets of families and to connect with valuable local resources in order to strengthen collaborative learning for the entire school community.  
Prerequisites: 20.  
Corequisites: None.  
Credits: 1 semester hour.

EDLL 724 Team Development and Facilitation Skills  
Content: It is no longer possible, if it ever was, for a single person to be the sole leader or individual responsible for improved student learning. We have to work together to meet the needs of our students and their families. We also know that participation is important and that how things are done impacts what is accomplished. Teams serve as a vehicle to address this challenging work. Basic team development strategies need to be part of every education leader’s practice as a way to ensure we can access the talents of our members and promote diversity of thinking for problem solving and decision-making. This kind of focus requires team leaders to be skilled in theoretical understanding, facilitation strategies, group process, and managing conflicts. This course addresses those very practical areas and provides educational leaders with knowledge and confidence in facilitating a variety of work teams for productive results.  
Prerequisites: Admission to Ed.D. program or consent of program director.  
Credits: 1 semester hour.

EDLL 718 Conceptual Framework/Problem Articulation  
Content: Development of the dissertation proposal. Participants will define the purpose of their research, area of investigation, and focus of their study; fully develop the rationale underlying their proposal and the background/context of their study; analyze and/or summarize relevant literature to support the logic for and background of their study; and identify useful research methodologies.  
Prerequisites: Admission to Ed.D. program or consent of program director.  
Credits: 2 semester hours.
EDLL 729A Dissertation Proposal Seminar
Content: Direct instruction on the process for developing a doctoral dissertation. Students will learn the acceptable formats, techniques, and approaches necessary for producing a defensible doctoral dissertation as well as the purpose and process of applying for permission to conduct studies involving human subjects.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 729B Dissertation Proposal Preparation
Content: Direct instruction on the process for developing a doctoral dissertation. Students will learn the acceptable formats, techniques, and approaches necessary for producing a defensible doctoral dissertation as well as the purpose and process of applying for permission to conduct studies involving human subjects.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 1 semester hour.

EDLL 730 Advancement to Candidacy Seminar
Content: Prepares doctoral students for advancement to candidacy. To meet the requirements for advancement, participants must successfully present a completed dissertation proposal. The course provides individualized coaching and writing assistance and allows students to work toward finalization of their proposal under faculty supervision and maintain access to college services while continuously enrolled in the doctoral program.
Prerequisites: Completion of all doctoral coursework, excluding EDLL 750.
Credits: 1 semester hour.

EDLL 731 Public Policy: Creation and Implementation
Content: Analyzes the process for creating public policy, examines the intended and unintended outcomes of policy development, and assists participants in increasing their understanding of the political arena in which policy is developed. Students will examine successful and unsuccessful policy initiatives in order to develop effective methods for planning and leading change initiatives in organizations.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 741A Qualitative Research Methods
Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 741B Quantitative Research Methods
Content: Overview and application of quantitative research methods. Through course readings, discussion, and practical application, we examine basic designs and methods associated with quantitative research and become acquainted with descriptive and inferential statistical analyses and relevant analysis software, as well as learn how to interpret and present statistical findings. Candidates gain the skills necessary to review and critique quantitative research and to design and undertake their own quantitative research.
Prerequisites: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 750 Doctoral Dissertation
Content: Completion of dissertation research under the direction of the chair of the candidate's dissertation committee. Candidates must be enrolled in this course during the term in which they defend their dissertations, and must complete at least 12 semester hours before defending their dissertations. Grade will be considered incomplete until the candidate has successfully defended his or her dissertation.
Prerequisites: Admission to Ed.D. program, advancement to candidacy, and successful defense of a dissertation proposal.
Credits: 12 semester hours.

EDLL 780 Social Justice Leadership Retreat
Content: Leaders of school communities and agencies must be able to work effectively with individuals and groups representing diverse cultures and backgrounds; these skills are at the core of leading and serving all members of the community. This retreat will provide an opportunity to explore and learn about issues of diversity in a mutually supportive environment led by trained diversity facilitator(s). The retreat builds experientially on the academic emphasis on social justice and equity threaded through the doctoral program curriculum.
Prerequisites: Admission to Ed.D. program or permission of program director.
Corequisites: none.
Credits: 1 semester hour.
EDLL 798 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

EDLL 799 Independent Study
Content: This course is an Independent Study course. Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for Independent Study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of Independent Study toward a graduate degree or licensure.
Prerequisites: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-3 semester hours.